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ABSTRACT

This document provides an evaluation of the progress Shasta College has made in carrying out task force recommendations for providing services for the older adult population in the college district. Specific actions taken to set up a program for the aging have included the appointment of a college coordinator to institute programs and services relating to the aging, the establishment of an advisory committee, participation of personnel in conferences on the aging, and publicity on the availability of programs on the aging. Programmatic implementation has included: a successful fee workshop on preretirement; development of a new credit course "Introduction to Gerontology (Concepts and Issues Related to aging)"; cooperation with senior citizen associations; the development of tapes to be aired on local radio and television stations on a variety of subjects and themes relating to the older adult. Further directions for the future are suggested, and papers relevant to the development of the "Introduction to Gerontology" course are appended. (NHM)

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ED125685

SHASTA COLLEGE

MEMORANDUM June 23, 1976

TO: Board of Trustees
Shasta-Tehama-Trinity Joint Community College District

FROM: George A. Greenleaf, Consultant on Aging

SUBJECT: Shasta College Senior Programs and Services

In May, 1975, you accepted for implementation a Citizen Task Force Study on Aging prepared by Dr. Gilbert A. Collyer and the undersigned. You likewise retained the writer on a one-year consultant contract to provide a continuity to the program and to submit a report at the present time. The Task Force report called for aggressive and prompt action in the following four areas:

I. Preretirement training and counseling.

II. "Talent Bank" development through the data processing capabilities at the College.

III. Lifetime Learning through the continuing education facilities.

IV. Improved health and nutrition for the aging.

While the study did not suggest specific actions in the four basic areas, the Task Force did list several "guiding principles" considered necessary for progress. Among them are the following important "principles":

1. "A College coordinator - - - be assigned the function of instituting programs and services relating to the aging. The time assigned to these duties should be separate and distinct, permitting a significant opportunity for carrying out its function."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Dr. Loren D. Phillips, Vice President, was given this administrative responsibility on June 18, 1975, by written directive of the District Superintendent-President.

2. " - - - An advisory committee for senior programs and services be established along the regular College guidelines for advisory committees to work directly with the College coordinator."

Such an advisory committee was selected and duly approved by the Board of Trustees as a continuing committee. The committee is representative of the district in location, age, expertise, sex and minority interest. The committee met in September, 1975, and in March and June of 1976, prepared and approved a set of bylaws (See Appendix A), and has given its endorsement to this consultant

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report (See Appendix B). The advisory committee consists of:

Mr. Felix Dashen - Redding (Chairman)
Retired - U.S. Bureau of Reclamation

Mr. Grant Thompson - Redding (Vice Chairman)
Retired - Peterson Tractor Company Manager

Mr. M. L. Bohn - Summit City
Retired - Labor Leader

Mr. Joseph Borden - Weaverville
Retired - Trinity County Farm Advisor

Ms. Kathie Brooks - Redding
Director, Martin Luther King Center

Mr. Richard Butler - Redding
Administrator, Crestwood Convalescent Hospital

Mr. A. W. Hislop - Redding
Retired - Highway Engineer

Ms. Marge Hoodenpyle - Burney
Strout Realty

Mr. David Kehoe - Redding
U.S. Forest Service

Mr. Henry Mims - Anderson
Personnel Manager, Kimberly-Clark Corporation

Ms. Rose Patterson - Red Bluff
Executive Director, Tehama County Senior Citizens

The contribution to the College effort by the advisory committee has been invaluable to Dr. Phillips and the undersigned, and much more input is anticipated in coming years.

3. "While the budget needs of various programs and services have not been calculated, it is felt that there will be start-up and continuing costs and this should be reflected in the budget."

No formal budget has been authorized for the senior programs and services and various out-of-pocket expenses for travel, stationery, postage, etc., have been met from other very limited program funds. The writer feels that this "back-door" procedure does not recognize

the importance and stature of the older adult program as approved by the Board of Trustees in May, 1975. Further comments on this appear in the subsequent "Recommendations" section of this report.

4. " - - it would be wise for personnel working in senior programs and services to be exposed to some conferences with workers from other colleges. The responsible administrator should visit senior groups and agencies as well as business firms and employers throughout the district. Travel expenses should be provided."

Dr. Phillips and your consultant have attended approximately six meetings of the Older Adult Task Force, a sub-committee of the Northeastern California Higher Education Council, which is a consortia of six Northern California community colleges, California State University, Chico, and University of California, Davis. Shasta College made major contributions to the work of that Task Force during the past year and was instrumental in preparing a grant request by the consortia to the California Office on Aging, which would have specifically provided $4,000 of federal funds to Shasta College and $83,000 to the consortia as a whole. Regretably the consortia request was denied by the California Office on Aging.

During the past year, Shasta College was invited to participate as the only Northern California community college in an extensive workshop at the Andrus Gerontology Center of the University of Southern California in Los Angeles. Under an H.E.W. grant, the Andrus Gerontology Center is developing a national prototype preretirement training curricula adaptable to any users. Shasta College's representative at this workshop was Kenneth White, whose out-of-pocket expenses are covered by funds through the Northeastern California Higher Education Council from Title I, Higher Education Act, Phase III. Not only has Kenneth White contributed to this national study without compensation, but frequent sessions in Los Angeles, under the study, have given him a professional knowledge of all aspects of gerontology unequalled on this campus, which is certainly a significant dividend.

Your consultant, while in Washington, D.C. last December for personal reasons, and at no expense to the College, established numerous key contacts with personnel in the Federal Office on Aging, H.E.W., as well as most of the national headquarters of organizations in the gerontology field, and Congressman Harold T. "Bizz" Johnson. From these contacts, we are on important mailing lists and have built up quite a library of published material in the field.

5. "The general principle of coordination and support of activities relating to "seniors" should underlie the College operation."

Shasta College has not tried to act as leader in such coordination efforts, but at every opportunity we have carried our educational story to groups, associations and agencies involved in the aging process. I believe it is well known now by responsible agencies and associations in the College district, that Shasta College is working actively in its educational responsibilities to the older adult. These mutual interest relationships must be continued and augmented. An informal association of groups working with older adults has been organized through the City of Redding Recreation Department. Shasta College is a participating member of that group, attending the two initial meetings.

6. "- - - involvement of regular college students in their classes or in-service programs kept recurring. It would be well to bring this to the attention of personnel who may work with this program."

Last month the Social Science Division approved and recommended to the Curriculum Committee a new course, Introduction to Gerontology - Concepts and Issues Related to Aging, to be taught by Kenneth White, starting in September, 1976. This will be a graded class and normal steps will be taken by the Curriculum Committee to have the course evaluated as a transfer course to the California State University and College system (See Appendix C for course description and curricula memo of 5/20/76). This new course will require inter-division articulation and cooperation as gerontology covers many phases of physical education, nutrition, nursing, home economics, psychology, as well as social science. Such inter-division articulation and cooperation will in itself emphasize to all faculty personnel the importance of our entry into the gerontology field.

A major step in curricular development is provided through the College counselors. Dr. Phillips and your consultant have met and will continue to meet with the counselors in their regular meetings to keep them updated for their counseling responsibilities.

7. "The instructional scope of continuing education both on campus and in outreach centers should be expanded sufficiently to meet increasing needs for "Senior" classes."

Because of changes in viewpoint and funding at the state level for so-called "enrichment" classes, we have become severely limited at Shasta College in achieving such expansion. The College is presently seriously reevaluating its responsibilities and financial abilities to meet these educational needs by instituting a priority scale for all classes. A clearer picture of our ability to provide and finance such courses and their methods of delivery will hopefully emerge this summer subsequent to this report.

8. "The general principle of diversity of program and services should pervade the planning in each area of need - - - for groups that may not ordinarily be attracted by college programs, i.e., low income, minority, unskilled, non-academic - -."

We are keenly aware of this principle and have grappled with the problem, but in our work this past twelve months it has been difficult to "break-the-barrier." Your consultant feels this resistance will slowly erode through continued direct contacts with associations of older adults and various news media contacts and releases. To the extent financially feasible, the College should tailor its educational delivery systems to the physical, mental, and geographical limitations of the recipient. This will be most difficult to implement under current budget limitations. However, there are areas of possible expansion, such as coordination with other public agencies at their expense, i.e., governmental recreation departments, mental health, United Way, etc., the College providing the appropriate expertise and delivery technique.

Turning now to the four basic areas of action approved by the Board of Trustees in May, 1975, what progress, or lack of progress, can be identified?

I. Preretirement Training and Counseling

This has been a shining example of effective implementation. With the professional knowledge and ability of Kenneth White, the encouragement of the advisory committee, and the "break-through" dedication of Henry Mims, personnel director, Kimberly-Clark Corporation, a highly successful preretirement workshop was developed and first held at Kimberly-Clark last February. The procedure and success of this workshop was reported to the Board in March. Beside the unquestioned value of the workshop itself to the recipients, the unique feature was that it was an educational package sold for a fee to Kimberly-Clark; hence, it turned out to be in general a no-cost-to Shasta College educational delivery by the College. Subsequent to that happy project, we have written to 17 major employers in the College district, and with the welcome assistance of M. L. Bohn of the advisory committee, have made personal presentations of our "workshop" format to a number of labor union groups, including the Five-Counties Central Labor Council. As a result of these promotional efforts, we have a commitment from the U.S. Forest Service for a September workshop at a fee to cover all costs and the probability of a number of subsequent workshops to be budgeted by the U.S. Forest Service on a region-wide basis by Shasta College. Another contract with a local governmental unit is in serious discussion.

This fee workshop concept by Shasta appears unique in community colleges and what is especially encouraging is that it is self-perpetuating. If we are proficient in our delivery of the workshops, (and Kenneth White's performance was outstanding) we have every hope that future repeat workshops will be scheduled

by the same entities in the years to come. Quite simply, it appears to be a fine self-perpetuating educational delivery system in the older adult field by Shasta College, performed at nominal cost to the district.

II. Talent Bank Development Through the Data Processing Capabilities at the College

This, in a nut shell, was a method to inventory professional and vocational skills of retirees for their part time reemployment by all levels of education, business, industry and government. In short, to fit the round peg in the round hole so that skills and attitudes gained in a lifetime are not totally lost to society through age and death.

At the outset it was recognized that this would be a cooperative community agency project requiring substantial funding and continuing administration to be at all successful. The College administration aggressively sought federal grant funds for this project, but with no success as yet. Hence, the project is "on the back burner." Specifically, Walter Brooks, Vice President, filed three grant requests in 1975, primarily for this project, under:

a. Title I of Higher Education Act, H.E.W.
b. Title III of Higher Education Act, H.E.W.
c. California Governor's Discretionery Fund, under C.E.T.A. (Comprehensive Employment Training Act)

Some of these sizable grants seemed close to acceptance but eventually failed, possibly because of the non-educational objectives of the project. However, future requests will be aggressively sought as appropriate. If Board members wish details on these or future grant requests, Mr. Brooks will be pleased to provide the information.

III. Lifetime Learning Through the Continuing Education Facilities

This is an encompassing subject embracing on campus classes, adult education and outreach classes, off campus programs and all phases of our community service functions. Progress this year has been substantial despite budget setbacks originating at the State of California funding level.

Items of Progress:

1. Kenneth White continues teaching his adult education class in "Successful Retirement."

2. Numerous contacts have been made, especially in Red Bluff and Weaverville, with senior citizen associations, with the result of a substantial increase in Gold Card holders and hence a closer personal relationship with Shasta College. The Gold Card offers price concessions and other benefits to individuals in the district who are 55 years or older. The program has been in existence for two years with approximately 2200 through June, 1975, and 2800

new holders to the present, for a total number of 5000 active Gold Card holders. The Community Services Office also reports a substantial increase in attendance at theatrical and sporting events by Gold Card holders, with the opinion that most of the increase are patrons new to Shasta College. The Gold Card program in my judgment, should be promoted through all appropriate means available to:

a. Meet the needs of older people for more extensive educational contacts.

b. Encourage theatrical and sporting quality of performance by enlarged audiences.

c. Promote the positive image of Shasta College as a dynamic educational institution within the framework of community service.

3. With the remainder of a small grant to the Northeastern California Higher Education Title I, Higher Education Act for Phase III (Northeastern California Rural Outreach) and allocated to Shasta College, we are preparing a series of four-minute color video and audio tapes on a variety of subjects and themes relating to the older adult. The College is delighted to acknowledge the cooperation of the KRCR-T.V. and radio stations in helping produce and their willingness to air these tapes on a weekly basis (See Appendix D for action memo). The tapes are prepared and will be presented by Kenneth White. We are pleased to have you see and hear his pilot tape at this time, prior to its first public airing. (At this moment a T.V. sound presentation is shown to the Board of Trustees).

4. Radio Station KQMS has again offered us an hour, at our selection of time, to discuss the whole "Lifetime Learning" concept with the radio public in the College district. It would be appropriate to schedule this for late August just prior to start of fall semester but when all outreach and enrichment classes have been firmed up.

5. As soon as all the outreach and evening classes, including enrichment classes, are known early this summer, Dr. Phillips has arranged to print a compact brochure of selected courses which, in his judgment, would be of particular interest to the older adult. This brochure will be delivered in suitable bulk numbers to the many associations and agencies with large membership mailing lists, so that the College brochure can be included in the group's monthly newsletter for August or September. The necessary permissions for this are being obtained and cooperation appears to be evident.

A Few Disappointments:

1. Budget limitations of necessity restrict the ability to provide enrichment classes at moderate cost or free to on campus or outreach students.

2. Specific promotions to hold "Successful Retirement" classes in daytime at Red Bluff last fall brought sub-minimal response. For instance, 1700

enclosures were sent in a monthly newsletter to Tehama County Senior Citizens, yet brought only four affirmative replies.

3. Community services offering of senior citizen bus service to the "Discovery Series" was disappointing and had to be discontinued.

4. The physical law of inertia has two aspects - "static" and "motion" inertia. Looking at all types and classes of older adults in the district, it is evident that a large proportion have never had any significant exposure to academic pleasures, disciplines or physical surroundings. To the extent that we are unable to convert the "static" inertia to "motion" inertia in our older adult program, we have failed. This must be a continuing and united effort of all areas of the College staff, with the encouragement and active participation of the citizen advisory committee.

IV. Improved Health and Nutrition for the Aging

In the original study last May it was felt that "health and nutrition" encompassed all aspects of food, nutrition, mental health, financial capability, etc., and that off campus outreach was necessary to "take it where the action is." On campus, it was felt that a specific course on gerontology should be developed with maximum interdisciplinary coordination for success. This is now finally underway as previously mentioned and as described in Appendix C. The off campus outreach aspect has not been implemented yet, as it is felt that this would be the eventual result of a successful and on-going development of gerontology in the College. Shasta College is not alone in developing gerontology curricula. Nationally it is getting high priority according to published material from the National Association of Community Colleges in Washington, D.C. But since it is a pioneering field, it continues to meet some resistance of established curricula and divisional programs. The Board of Trustees will want to look closely a year from now at the development of our own first effort in starting "Introduction to Gerontology - Concepts and Issues Relating to Aging."

Consultant Recommendations

While fully recognizing the realistic limitations imposed by budget and staff time restrictions, I recommend the following specific developments in the next twelve months:

1. Continuation of the formal assignment of the Older Adult Program to Dr. Phillips as a fully recognized College program.

2. Recognize the importance and permanence of the Older Adult Program by the preparation and approval of a specific budget for that purpose - even if allocations have to come in varying degrees from other programs in order to hold a freeze in overall budgets.

3. Aggressively continue the development of the "Preretirement Workshops" on a fee basis to business and industry. As it expands, it may be necessary to train other qualified instructors and leaders.

4. Under the general responsibility of Dr. Phillips for the Older Adult Programs, Shasta College should continue to seek federal and/or state grant funds to either augment our developing programs or to start up the "Talent Bank", as the case might be.

5. Enlarge our formal and informal relationships with all other groups or associations dealing with the older adult to reduce that "static inertia." There appears to be an enthusiastic cooperation on the part of community services to make this successful, as community services will be taking on an increasing importance in the entire Older Adult Program.

6. The College counselors and all division chairmen should be kept periodically updated on the Older Adult Program and especially the "Introduction to Gerontology" course offering. Both counselors and division chairpersons can be of immeasurable help in assuring success and reducing the risk of failure when review time comes around a year from now.

7. The Citizens Advisory Committee should never be considered in a routine perfunctory relationship. The knowledge and diverse interests of the individual members throughout the College district should be drawn on to the maximum within the guidelines of the committee bylaws (See Appendix A).

Your consultant has enjoyed this assignment over the past year and wishes Shasta College the best of success as it seeks to meet its educational responsibility to a segment of society which is ever increasing in numerical and percentage numbers and becoming louder in vocal and voting strength. He should be involved, as he is part of that segment himself.

BYLAWS

ADVISORY COMMITTEE FOR SENIOR PROGRAMS AND SERVICES
SHASTA COMMUNITY COLLEGE

Section A. Name and Purpose

Article 1. The name of the organization shall be the Shasta Community College Advisory Committee for Senior Programs and Services and shall exist only during such time as it may be authorized by the Board of Trustees of Shasta College.

Article 2. It shall be the purpose of the Advisory Committee to:

a. Advise regarding the problems and procedures of the College activities for the older adult as specified in the Task Force Report of May 14, 1975, and subsequent directives.

b. Aid and guide the older adult educational programs of the College District through:

1) Aid in enlisting students for preretirement and other classes and programs.

2) Assistance in evaluating the success of the older adult educational programs.

3) Promoting the success of the programs in those ways deemed appropriate by the Committee, Administration and Board of Trustees.

c. Serve as an additional avenue of communication between the College's programs for the older adult and the community.

d. Information gathered and imparted by College representatives in order to maintain liaison with neighboring community colleges through the Northeastern California Higher Education Council's Task Force on Aging.

Section B. Membership

Article 1. There shall be eleven (11) regular members of the Advisory Committee with representation coming from the geographical area that the College serves. The distribution shall be as broad as possible, depending on the qualifications of prospective committee members.

The following excerpt taken from the minutes of the June 7 meeting of the Shasta College Citizens Advisory Committee for Senior Programs & Services was voted on and unanimously approved by the Committee that it be incorporated as Appendix B in the Consultant's Report to the Board of Trustees on June 23:

> "That the Consultant on Aging Report to be submitted to the Shasta College Board of Trustees on June 23, 1976, be strongly endorsed by the Advisory Committee for Senior Programs and Services and especially recommendation #2 on Page 8 of the report, that a formal budget be authorized by the College Board of Trustees to give the program suitable recognition and to encourage especially the development of (III) Lifetime Learning and (IV) Health and Nutrition."

MEMORANDUM May 20, 1976

TO: Dean Pollock, Dean Dominici, Chairperson Kutras

FROM: Gary E. Cooper, Vice President for Instruction

SUBJECT: Course Addition to Fall 76 Schedule of Day Classes

The attached course, Introduction to Gerontology, was approved by the Social Science Division and recommended to the Curriculum Committee as a graded class to be added to the sociology offerings. This may be the beginning of a future program in gerontology but the red tape necessary for approval by the Community College Chancellor's office would prevent us from initiating a new program by next fall. We would like to add the course as an adult, ungraded course for the day schedule to meet Monday and Wednesday, 2-3:30 p.m., room 2150, 3 units, instructed on a hourly basis by Mr. Kenneth White. This will require adding this course to the regular evening courses being sent to the Chancellor for approval for fall.

If the Curriculum Committee will approve the course as "graded" early in the fall semester we would like to change the status of the course at that point so that students would receive credit for the course in that category. Although it would not be considered by the University of California system for transfer purpose until the next regular evaluation in Spring 1977, the course could be added to the Baccalaureate Level list as a transfer course to the California State University and College System when that list is revised following positive action by the Curriculum Committee.

I would expect the committee will want to give this course the normal scrutiny, particularly when it may be the beginning of a new program, and would require a preview meeting with action to follow at the subsequent session. There appears to be no reason, however, to expect any serious problem with the approval process.

It may be necessary to alert students in the class that it is a credit course and the credit will count toward an A.A. degree, but that transfer to state colleges won't be assured until action by the Curriculum Committee and completion of mid-semester change of status procedures by the Dean of Admissions and Records. The division chairman, counselors and teacher for the course will need to follow the progress of these actions so that the students can be kept informed.

dr

Attachment: Course description

c: George Greenleaf
Dr. Loren Phillips
Kenneth White

SHASTA COLLEGE CURRICULUM COMMITTEE

Synopsis and Criteria for Course Acceptability

Name of Course Introduction to Gerontology (Concepts and Issues Related to Aging) Number of Course To be assigned ( )

Instructor Proposing Course Kenneth F. White Number of Units 2 or 3 (?)

Division Sociology or Psychology Length of Course one semester

CURRICULA (Check function or functions course is to serve):

1. Occupational Education _____
2. General Education X
3. Lower Division College Education _____
4. Guidance _____
5. Community Service and Adult Education X
6. Training to Make up Deficiencies _____

Explanation: It is proposed that this course would: (1) Further implement the recommendations of the Citizens Task Force Study on Aging (Sections III and IV); (2) Recognize the statistical evidence nationally of our enlarging "older population", with the resultant need for enlightenment in the areas of "being older" ourselves and of providing for the needs of older persons by society.

Catalogue Description (copy catalogue description here).

For men or women of any age who are interested in understanding the psychological, physiological and sociological factors involved in growing older. Through discussions, lecturettes, reading, films and video-tapes, the most recent trends in gerontology will be examined with a view toward developing skills and understandings in working with older persons and/or in coping successfully with our own aging.

Course Objectives (Be specific in terms of behavior objectives).

Upon completion of this course, participants should have:

(1) Developed an improved, affirmative attitude toward the "fact" of aging.
(2) Developed abilities and skills enabling them to accept and work with the elderly in a more positive, effective manner.
(3) Increased their knowledge as to certain "myths" about aging as opposed to "facts" about aging as revealed by research.
(4) Begun to develop enlightened, independent views of their own regarding such matters as:
    a. possible personal vocational involvement in work with the elderly;
    b. types of legislation and/or planning needed on behalf of the elderly;
    c. possible changes in plans, habits, behavior, etc., relating to one's own aging;
    d. desire for further reading and study in the field of gerontology.

Content of Course (Outline all areas of the course. Be very specific)

Units recommended for Inclusion:

I. Psychological Aspects of Aging
   A. Acceptance vs. rejection
   B. Intelligence, memory, brainfunction
   C. Adaptation to aging
   D. Death and Dying

II. Physiological Aspects of Aging
   A. Cellular and Organic
   B. Normal vs Pathological
   C. Nutrition
   D. Exercise

III. Sociological Aspects of Aging
   A. Demography
   B. The Aging in the Social Structure
   C. Aging and the Family
   D. The Economics of Aging
   E. Public Policy and Aging
   F. Micro and Neighborhood Planning for the Elderly

Student's Required Texts or Materials:

Recommended Text: "To The Good Long Life" ----Martin Puner

Supplementary References:

Incidental as appropriate

Methods of Evaluation:

Recommendation: A pre- and post-course survey to be administered to students, with content based on changes in concepts and attitudes as follows:

50%: Sampling of actual, broad knowledge/concepts held before and after the course

50%: Actual modification (either plus or minus) of attitudes about aging based on pre- and post-course responses to identical questions

Methods of Instruction (i.e. panel, lecture, films):

Included will be: Lecturettes, assigned reading, group discussion, outside resources, films and video-tapes.

Contribution to General Education:

Should contribute to an individual's "General Education" by expanding his knowledge and awareness of a phenomenon which is attracting greatly increased public notice--the elderly among us.

Comments to Counselors:

An introductory course which could serve as a springboard to further study in such specific areas as Physical Education, Nursing, Psychology, Social Sciences, Physiology.

CRITERIA FOR JUDGING COURSES

I. What is the evidence that this course is needed?

A. Is this course required in terms of a major or a division to meet transfer needs of students? Yes _____ No __X__

Explain:

B. Does this course meet a vocational need? Yes __X__ No _____

Explain: Should be of value to all personnel engaged in working with the elderly: (hospital, nursing home, senior care centers, etc.)

C. Does this course meet the needs of other curriculum areas? Yes __X__ No _____

Explain: Please see "Comments to Counselors" above.

D. Does this course meet remedial needs? Yes __X__ No _____

Explain: Can improve skills of those currently working with the elderly.

E. Does this course meet a community need? Yes __X__ No _____

Explain: Would be the only such course offered thus far by Shasta College.

F. Could this course meet a community need? Yes __X__ No _____

Explain: Yes, please see E above.

G. Will this course modify any existing course or courses in this division or in any other division at Shasta? Yes _____ No not to my knowledge

Explain:

H. Will this course overlap or duplicate any existing courses in this division? Yes _____ No X

Explain:

I. Will the enrollment in any other courses be reduced drastically in this division or in any other divison because of this course? Yes _____ No X

J. Will this course supplement some other course? Yes X No _____

Explain: Will be an adjunct to the present "Successful Retirement" course; also please see "Comments to Counselors" on Page 3.

K. Is this course clearly lower division? Yes X No _____

L. Is this proposed unit credit appropriate for the contemplated class time assignments? Yes X No _____

II. Has the course had divisional consideration, and does it have endorsement by the division? Yes _____ No not as yet

A. For what students will the course be required? optional
For what students will the course be recommended? see "Comments to Counselo
For what students will the course be elective? all

B. How often will this course be offered? each semester

C. How many students will probably take this course? no way of knowing

III. A. Are there any new facilities needed to initiate this course? Yes _____ No X If yes, please describe with cost estimates.

B. Estimate any new instructional equipment that will be required for the course:

Additional films and video-tapes: some for purchase, some on rental. Estimated cost: $500.

C. Please suggest the approximate costs for supplementary services needed to support this course: mileage for guest resource experts
Estimated cost: $50 per semester

1. Lab Assistance: I.M.C. for video-taping
2. Reader Assistance: _____
3. Clerical Assistance: $50
4. Library acquisitions: Hopefully a gradual acquisition of materials on Gerontology.
5. AV or TV acquisitions or rental: see #3 above

GUIDELINES AND CRITERIA FOR APPROVING EVENING/OUTREACH COURSES AND INSTRUCTORS FOR THE SOCIAL SCIENCE DIVISION

1. Written application and course outlines will be directed to Assistant Division Chairman.

2. Assistant Division Chairman routes written course information to the instructor with expertise in the subject area.

3. Written recommendation from instructor with expertise in subject matter will then be distributed to division members who will determine if the class should be graded or ungraded and if the class will have an effect on the Social Science budget. Final decision will be made by entire division.

4. Courses with unidentifiable subject matter will be distributed to entire division for preliminary evaluation.

5. If division approves course, proposed instructor is interviewed by instructor with expertise in the subject area, and finally by entire division.

6. Final decision on instructor will be made by entire division.

10/75 db

SHASTA COLLEGE

MEMORANDUM

May 20, 1976

TO: ACTION ADDRESSEES

Mr. Walter Brooks, Vice President for Student Affairs, Shasta College
Dr. Loren Phillips, Vice President/CSUC Programs, Shasta College
Mr. Kenneth White, Instructor, Shasta College

FROM: George Greenleaf, Consultant on Aging, Shasta College

SUBJECT: Audio-Video Tapes Relating to the Older Adult

Walter Brooks informed Loren Phillips that modest funds are available before June 30 to cut audio-video tapes of Ken White and others on various subjects relating to the Older Adult; such tapes to be four minutes each on assigned topics.

I have discussed this personally with both Dick Green and Harry Barker, who both indicate an enthusiastic willingness to assist both in the taping and subsequent use on their stations. Each also stated that the College was welcome to disseminate the audio-video tapes as desired by the College without restriction. Costs of the tapes would be met by Shasta College.

Upon receipt of this memo, will the "action" addressees please coordinate and put together the subject matter, number of spots, timing, costs, etc., and arrange for studio times to cut the tapes. I suggest KRCR for the color video, and Harry Barker feels the College could do the audio-tapes. Harry would prefer receiving a reel tape, instead of cassette, for all the four minute spots, with a cover letter detailing the tape subjects.

Will the "action" addressees also prepare the cover letter to the named station managers in the distribution list to be prepared.

I would like to be able to report to the Board of Trustees on June 23 that this project is completed or well on the way to completion by that date.

Harry Barker of KQMS also invited Shasta College to schedule another "Open Line" discussion of the College's Older Adult Program progress or lack thereof. Please schedule such a time. If you wish my services, I am available.

Many thanks.

dr

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 30 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

cc: Mr. Harry Barker, Manager, KQMS Radio Station
Mr. Bill Figge, Theatre Technician, Shasta College
Mr. Dick Green, Manager, KRCR Television Station
Dr. Dale Miller, District Superintendent-President, Shasta College
Mr. Craig Thompson, Administrative Assistant/Community Services, Shasta College